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ABSTRACT

The District Facilitator Project (DFP) works through the National Diffusion Network (NDN) to assist local schools in improving their programs by linking them with exemplary projects from around the country. Evaluation of the project in operation in the District of Columbia public schools in 1982-83 showed that all the project's objectives were met. The DFP coordinator facilitated the training of local school personnel and provided technical assistance to schools installing NDN programs, many of which were in the areas of reading, mathematics, and educational technology. The majority of those trained implemented the NDN programs in a fashion consistent with expectations. Significant student gains were observed in two programs for which impact data were available. (CMG)

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E.C.I.A. CHAPTER 2

DISTRICT FACILITATOR PROJECT

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FINAL EVALUATION REPORT

DECEMBER 1983

FLORETTA D. McKENZIE
SUPERINTENDENT OF SCHOOLS

UD023382

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE DISTRICT FACILITATOR PROJECT

Final Report

1982-1983

Prepared by
Division of Quality Assurance

1982-1983

THE DISTRICT FACILITATOR PROJECT

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SUMMARY AND FINDINGS

Title

District Facilitator Project

Project Coordinator

Susan Williams

Project Location

The project office is located at Eaton Elementary School. Programs under this project are located in schools in all the regions of the District of Columbia Schools and some non-public schools.

Target Population

Teachers and administrators of public and private schools in the District of Columbia

Background

The District Facilitator Project works through a Department of Education division called the National Diffusion Network to introduce nationally validated projects and their Developer/Demonstrators to local school districts. The project began in the District of Columbia during the 1977-78 school year, with 1978-79 being the first full year of its operation, and 1982-83 the fifth full year of operation.

Stated Objectives

A: During FY 83, the Coordinator, District Facilitator Project will schedule training for those public and/or non-public schools that elect to adopt NDN programs.

B: At least 50% of the surveyed adopters of NDN programs will demonstrate that they are implementing their programs with fidelity.

C: At least 50% of the faithfully implemented programs will show a significant positive effect on student performance.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. During the 1982-83 school year, the DFP held 16 training sessions for teachers planning to use NDN programs. Many of these were in the areas of reading, mathematics and educational technology.

2. At the training sessions 400 teachers and 76 administrators were trained. A total of 11,393 children were expected to benefit from the training.

3. Data collected and summarized by the ECIA Chapter 2 Evaluation Unit showed that 77% of the adopters were Users operating at Level III and above on the Levels of Use rating scale; 96% of the Users applied acceptable program configurations.

4. Data collected and summarized by the ECIA Chapter 2 Evaluation Unit showed that two of the programs analyzed showed significant effects on student academic performance. The small sample size, however, precludes generalization.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the District Facilitator Project (DFP) is to assist local schools to improve their programs by linking them with exemplary projects that have been proven successful by the U.S. Department of Education in other school districts around the country. The DFP provides coordination, technical assistance and other services that help to assure successful implementation in the new location.

Need - Rapid changes in the techniques and technology of education make it difficult for local school districts to keep abreast of the best and most appropriate current practices. The DFP provides the mechanisms by which the District of Columbia could meet this need by helping the District's public and non-public schools to adopt exemplary educational programs.

History - Planning for the project began with part of the funding coming from the Department of Education through a division called the National Diffusion Network which has been in operation since 1974 to promote the application of nationally validated Developer/Demonstrator projects to local school districts. The original proposal for the District of Columbia Public Schools was written by the Network of Innovative Schools in January, 1977. Funding under the National Diffusion Network provided for a part-time director who began working in October, 1977 to June, 1978. Since that time, funding for the full-time director has been provided by the National Diffusion Network. Title IV-C supported adoption costs of local schools from 1978 to 1981. Such costs have since been covered by ECIA Chapter 2 funds.

The two major activities of the DFP are the provision of awareness sessions on exemplary projects and facilitating the training in the use of these projects. From January to May, 1978, 6 awareness sessions and 2 training sessions were held in the District. In subsequent years the number of sessions held were: 1978-79, 22 awareness sessions and 31 training sessions; 1979-80, 8 awareness sessions and 14 training sessions; and 1980-81, 9 awareness sessions and 9 training sessions, 1981-82, 12 awareness sessions and 15 training sessions. The project coordinator has also been encouraging exceptional projects in the District to work toward national validation.

Description of the Project

District Facilitator Project services are available to all of the District of Columbia public and non-public schools.

In cooperation with Developer/Demonstrator projects and local schools, the DFP leads interested teachers and administrators through a process that includes: Awareness; Interest; Pre-implementation planning; Adoption/ Adaption; and Evaluation. Services include awareness workshops, needs assessment, in-service training, on-site consultation with on-going technical assistance during the initial adoption, and follow-up assistance. When an appropriate program has been selected, if other funding is not available, a Chapter 2 minigrant proposal is submitted to the Coordinator, District Facilitator Project, requesting financial assistance.

When an exemplary project is installed, it is called an adoption. Local schools and regions may apply for Chapter 2 minigrants to cover the cost of training and materials. The average adoption cost to Chapter 2 in the District of Columbia Public Schools during the 1982-83 school year was $40,000.

Technical assistance is also offered to locally developed projects that have potential for national validation.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. The summaries are based on the information on inputs, processes and outcomes, presented in the PMI reporting format, which follows the narrative summary. Supporting data are in the appendix.

Objective A - During FY 83, the Coordinator, District Facilitator Project will schedule training for those public and/or non-public schools that elect to adopt NDN programs.

One of the most important objectives of the DFP is the training of personnel who elect to adopt NDN programs. It is the responsibility of the DFP to schedule and coordinate such training with outside consultants or Developer/Demonstrators (D/D).

The human inputs required to meet this objective included a coordinator, a secretary and trainers who are in most cases Developer/Demonstrators. Non-human inputs were adoption materials provided by the D/Ds and the physical space to hold training sessions. All these inputs were observed to be in agreement with the intended items.

For the implementation of the training four processes were identified. There was agreement between intended and observed processes for all four. The Coordinator, DFP, evaluated minigrant proposals submitted by potential adopters requesting financial assistance. The Coordinator also set up and arranged training sessions. Part of this process included extensive communication with both the D/Ds as well as with local school agents. Training was provided by the D/Ds at the proposed adoption sites or at the D/D site. The participants were teachers and administrators of the D.C. public and non-public schools.

The intended outcome of this objective was that all training sessions planned to occur by June, 1983, would have been held. The record of training sessions indicated that all scheduled sessions were held (see Appendix B). There were seventeen training sessions held for 400 teachers and 76 administrators. A total of 11,393 children were expected to benefit from the training.

Objective B - At least 50% of the surveyed adopters of NDN programs will demonstrate that they are implementing their programs with fidelity.

A program is judged to be "faithfully implemented" or to demonstrate fidelity of implementation on two criteria: 1. The Level of Use or behavioral adaptation of user can be described as either mechanical, routine, refinement, integration or renewal (see Appendix D for definitions of these terms); 2. The type of program configuration applied in using the program components is acceptable.

Besides the Coordinator and secretary, the other human inputs required for the attainment of this objective were Levels of Use certified raters and participants of the new (implemented in 1982/83) and expanded (started implementation in 1981/82 and continuing into 1982/83) NDN programs which were included in the DFP study on the fidelity of implementation of NDN programs. There were four certified raters in the DCPS who interviewed and rated teachers. A list of the participants of four NDN programs was provided by the Coordinator. The programs considered were Computeronics, COPE, ISIS and Ombudsman. A brief description of these programs is provided in Appendix F. The materials required for data collection on the fidelity of program adoption included magnetic tapes, telephone hook-up, Levels of Use Interview Protocol (Appendix C), Levels of Use Rating Scale (Appendix D), Innovation Configuration Diagrams (Appendix E), for the four programs included in the study and adequate clerical supplies. All these inputs were observed to be as intended. Three Innovation Configuration Diagrams were provided by the Developer/Demonstrators. One was developed by the Coordinator of the DFP with the assistance of the Developer/Demonstrator for that program. The LoU Interview Protocol and Rating Scale were developed by the staff at the University of Texas, Research and Development Center for Teacher Education.

Agreement was observed for the two processes of the objective. LoU interviews were conducted by the staff of the Evaluation Unit with the assistance of two certified raters from the DCPS (The Director of the State Dissemination Project and a Regional Supervisor from Region D). Interviews were conducted using the LoU Interview Protocol expanded to accomodate extensive probing on the way in which program components were implemented. Interviews were conducted with a random sample of adopters from the four programs identified above. The sample interviewed represented 39% of the total number of adoptors for these programs. Interviews were conducted in-person or over the telephone. In the majority of cases, they were recorded on magnetic tapes.

Subsequent to each interview, innovation configurations and LoU scores were determined. Scores for the former were determined using the sum (across all components) of weighted values assigned to program component variations which exist on a continuum of Acceptable and Non-acceptable. Levels of Use were determined using the criteria specified on the Levels of Use rating Scale. Ratings yield two major categories of adopters, Users and Non-Users. Within each of these major categories there are varying levels of use. Levels 0, I and II are considered to be non-use. Levels III, IVA, IVB, V and VI are considered levels of use, with the first four being most ideal when interest is on adoption.

The expected outcomes of the objective were that 50% of the adopters in a sample of new and expanded programs would apply their NDN training appropriately as demonstrated by the attainment of at least Level III on the LoU Rating Scale and that of this number of identified Users, 80% will apply acceptable program configuration. Both outcomes were observed. Analysis of the responses showed that 77% of the adopters were Users operating at Levels

III, IVB and IVA on the LoU Rating Scale. Of this number, 96% applied acceptable program configurations. In the overall, 73% of the surveyed adopters were judged as having demonstrated fidelity of implementation. Table 2 in Appendix G presents the results of the analysis by program and across programs.

Objective C - At least 50% of the "faithfully implemented" programs will show a significant positive effect on student performance.

In addition to the demonstrated evidence of program effectiveness provided by Developer/Demonstrator the DFP has stated as one of its prime objectives the determination of program impact on student academic gains.

The analysis of the impact of NDN programs on student performance was restricted to those programs which demonstrated that they were implemented with a substantial degree of fidelity as evidenced by the evaluation findings on Levels of Use and Innovation Configurations. This criteria for selection renders greater credibility to claims of program effectiveness.

Besides the core staff of the DFP, the other humasn inputs were contact persons who were identified on minigrant proposals, teachers who were trained to implement the four programs with demonstrated fidelity, the ultimate recipients of such training, i.e. students and comparison groups of students and teachers who did not participate in the NDN programs. The materials identified as salient for the attainment of this objective were standardized tests and NDN program-designed tests. There was agreement for all human inputs with the exception of the comparison groups of students and teachers. These groups were not used. The NDN programs were evaluated on the basis of a Pre/Posttest Single Group Design. The tests used were program-designed tests which were administered to student participants only and not to comparison students. Consequently, standardized tests were not applicable.

The processes identified were that adopters will use the NDN programs, contact persons will monitor student assessment and will assist in collecting assessment data. All three processes were observed. The analysis of responses of adopters to the structured interview revealed that the majority of the adopters were Users of the NDN programs. Contact persons reported that they monitored student assessment. Data collection was conducted primarily by the ECIA Chapter 2 Evaluation Unit, with the assistance of one contact person.

The expected outcome that 50% of the programs with fidelity of implementation (N=4) will demonstrate student academic gains, was observed. Pre- and posttest data were available for two of the four programs, i.e. Computeronics (n=42) and COPE (n=15). The sample of adopters of ISIS and Ombudsman reported that test data were either not collected or the pre-test data were not saved. For COPE and Computeronics the total sample of 57 represent 5.4% of the number of children who benefited from the two programs. The difference between pre- and posttest performance was analyzed using the t-test for related samples. Two separate t-tests were computed. A non-parametric analysis using the Mann-Whitney U test was also conducted for COPE given the very small sample size. The analyses showed that for both programs there were significant posttest gains. All tests were conducted at the .05 level of significance.

The small sample sizes, however, preclude generalization. For both COPE and Computeronics the inadequate sample sizes occured because the majority of the adopters did not save their pre-test data. A new set of procedures are being recommended for implementation next year to ensure a more representative sample size for the NDN programs to be evaluated.

Conclusions

The goal of the District Facilitator Project (DFP) is to assist local schools to improve their programs by linking them with exemplary projects from around the country. The results of this study showed that the DFP coordinator worked toward that goal by facilitating the training of local adopters and by providing technical assistance to schools installing National Diffusion Network (NDN) programs. The results also showed that the majority of the trained adopters implemented the NDN programs in a fashion consistent with the Developer/Demonstrator expectation for adoption. Significant student gains were observed in two programs for which impact data were available.

All of the objectives of this project, designed to help the school district keep abreast of the best, current practices in education and encourage teachers to adopt validated techniques, were met.

This report will be forwarded to the Project Director, the School Superintendent, the School Board and Grants Administration to aid them in their decision-making concerning the continuation of this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP)-approved exemplary projects that have been proven successful in other school districts around the country

Objective A: During FY 83, the Coordinator, District Facilitator Project will schedule training for those public and/or non-public schools that elect to adopt NDN programs.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Coordinator, District Facilitator Project (DFP)	Agreement	- A meeting was held on February 16 with the coordinator.
- Clerical assistance	Agreement	- The Coordinator verified that clerical assistance was provided by a secretary assigned to the project.
- Appropriate Developer/Demonstrator (D/D) trainers available to train personnel wanting to adopt National Diffusion Network (NDN) programs.	Agreement	- Appropriate D/D trainers were identified as indicated on contracts and minigrant training adoption proposal for ALT and trainer stipend for Computeronics.
- Space to hold training sessions	Agreement	- Training sessions were held in schools throughout the city. The coordinator stated that the space was adequate.
- Adoption materials	Agreement	- Adoption materials were observed in the DFP office and with adopters who attended follow-up sessions.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. The Coordinator, DFP, will set up and arrange training sessions.	Agreement	1a. A schedule of training sessions held in 1982-83 was observed.
b. In order to apply for financial assistance to adopt a D/D project, potential adopters will prepare a minigrant proposal in which a contact person is identified.	Agreement	b. In applying for financial assistance to adopt NDN projects, adopters presented to the DFP minigrant proposals. A contact person was identified in the proposals.
c. Appropriate trainers will provide training which may occur at the D/D site, at the proposed adoption site, or both.	Agreement	c. Documents provided by the Coordinator revealed that training sessions were held at the D/D site or at sites in the city.
d. Teachers, administrators and other adopter personnel will participate in the training.	Agreement	d. Teachers, administrators and other adopter personnel participated in the training judging from the sign-in sheets provided at the beginning of each training session.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the ECIA Chapter 2 Evaluation Unit by the Project Coordinator will show that by June, 1983, all training sessions planned to occur up to that date will have been held.	Agreement	1. The record of training sessions submitted by the Project Coordinator indicates that all scheduled training sessions were held. Seventeen training sessions were held for 400 teachers and 76 administrators. A total of 11,393 children were expected to benefit from the training.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP)-approved exemplary projects that have been proven successful in other school districts around the country

Objective B: At least 50% of the surveyed adopters of NDN programs will demonstrate that they are implementing their programs with fidelity.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Coordinator, District Facilitator Project	Agreement	- A meeting was held on February 16, 1983 with the coordinator.
- Secretary	Agreement	- The project coordinator verified that she had a secretary.
- Levels-of-Use (LoU) certified raters	Agreement	- Five certified raters in the DCPS served as raters.
- Participants of new (implemented in 1982/83) and expanded (implemented in 1981/83) programs	Agreement	- The Coordinator provided the Evaluation Unit with a list of participants of new and expanded programs.
- Tapes (magnetic)	Agreement	- Magnetic tapes were provided to the Evaluation Unit by the DFP.
- Telephone hook-up	Agreement	- A telephone hook-up was available.
- Innovation configuration diagrams	Agreement	- Three of the four configuration diagrams were provided by D/Ds. The Coordinator developed one which was approved by the D/D.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- LoU Rating Scale	Agreement	- The rating scale developed by the Staff at the University of Texas, Center for Research and Development in Teacher Education, was used.
- LoU interview protocols	Agreement	- The interviewers, including members of the Evaluation Unit, had copies of the LoU interview protocol.
- Adequate clerical supplies	Agreement	- Adequate supplies were reported by the Coordinator.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. The District Facilitator Project Coordinator, and the ECIA Chapter 2 Evaluation Unit and other LoU certified raters will interview a 10% sample of adopters of all new (1982-83) and expanded (1981-83) program adoptions using the Levels of Use interview protocols.	Agreement	1a. LoU interviews were conducted by the staff of the Evaluation Unit and two certified raters. Interviews were conducted with adopters of four NDN programs, namely Computeronics, COPE, ISIS and Ombudsman. The sample interviewed represented 39% of the total number of adoptions for these programs.
b. The District Facilitator Project Coordinator, and the ECIA Chapter 2 Evaluation Unit will determine from adopter responses the Level of Use and the nature of the innovation configuration applied.	Agreement	b. Innovation configuration results and Levels-of-Use scores were determined subsequent to each interview conducted.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of responses of interviews completed by June 1983 will show that at least 50% of the adopters in a sample of new (full year) and a sample of expanded programs, were applying their NDN training appropriately as demonstrated by the attainment of Level III on the Levels of Use (LoU) instrument.	Agreement	1. Analysis of the responses of the LoU interview showed that 77% of the adopters were Users with a minimum score of Level III on the LoU rating scale. (See Table 2, Appendix G.)
2. Analysis of the responses of identified Users will show that 80% of the Users will apply acceptable configurations.	Agreement	2. Data analysis showed that 96% of the Users applied acceptable configurations. (See Table 2, Appendix G.)

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with Joint Dissemination Review Panel (JDRP)-approved exemplary projects that have been proven successful in other school districts around the country

Objective C: At least 50% of the "faithfully implemented programs" will show a significant positive effect on student performance.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- The Coordinator, DFP	Agreement	- A meeting was held on February 16 with the coordinator.
- Contact persons	Agreement	- Contact persons were identified on the minigrant proposals and communication with contact persons was effected by the Evaluation Team.
- Students and teachers participating in NDN programs.	Agreement	- A list of teachers with students participating in NDN programs was provided by the coordinator.
- Comparison group students and teachers not participating in the NDN programs.	Not Applicable	- The evaluation design was developed before the programs to be assessed were identified. Developer-Demonstrators of the projects evaluated this year used only the pre/post test single group design and program-designed tests.

OBJECTIVE C

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Standardized tests	Not Applicable	- The evaluation design was developed before the programs to be assessed were identified. Developer-Demonstrators of the projects being evaluated this year used only the pre/post single group design and program-designed tests.
- NDN program-designed tests	Agreement	- All programs with NDN program-designed tests were provided with such tests.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Adopters will use the NDN programs in the classrooms.	Agreement	1a. Level of Use interviews conducted revealed that adopters were using the NDN programs in the classrooms.
b. The contact persons will monitor student assessment.	Agreement	b. Contact persons have indicated that they monitored student assessment.
c. Contact persons will collect assessment data other than systemwide standardized tests, on student performance. (The Evaluation Unit will collect CTBS scores directly from Student Assessment.)	Agreement	c. Data collection was conducted by ECIA Chapter 2 Evaluation Unit with the assistance of one contact person.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

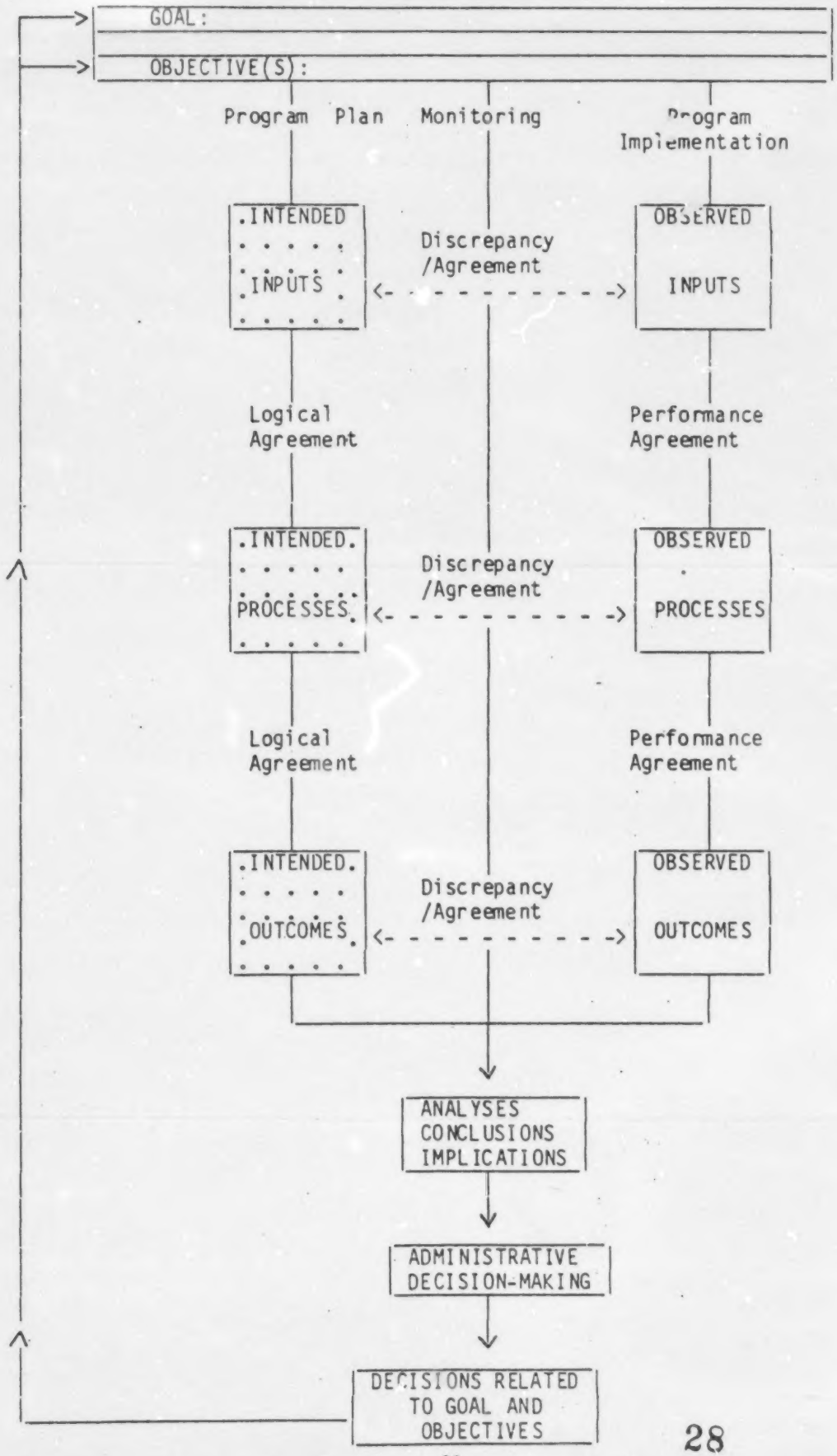
OUTCOMES

INTENDED	STATUS	OBSERVED
1. Analysis of either standardized test results available from Student Assessment or NDN project-designed test results submitted to the ECIA Evaluation Unit by the Project Coordinator by June, 1983, will show that students in at least 50% of the programs assessed to have fidelity of implementation, will make academic gains greater than expected as measured by either pre-posttest percentile gains on standardized tests where pretest information is available, or a significant ($p<.05$ level) difference between project scores and those of a comparison group on standardized tests, or criteria established by the Developer/Demonstrator on NDN project-designed tests.	Agreement	1. Pre- and posttest data were available for COPE (n=15) and Computeronics (n=42) only. The samples that implemented Ombudsman and ISIS reported that test data was not collected or that it was lost. The difference between pre- and posttest was analyzed using the t-test for related samples. The data showed for both COPE and Computeronics, a significant posttest gain ($p = .001$) (See Tables 1 and 2, Appendix H.)

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

TRAINING SESSIONS PROVIDED BY THE
DISTRICT FACILITATOR PROJECT

1982-83

District facilitator Project

Training Sessions

	Program	Date
1.	COPE	September 2, 1982
2.	STAMM	September 3, 1982
3.	Computeronics	September 23-24, 1982
4.	VRP: Reading Power in the content areas	October 5, 1982
5.	New Model "ME"	October 20-21, 1982
6.	Individualized Language Arts (ILA)	November 8, 1982
7.	Exemplary Center for Reading Instruction (ECRI)	December 12-17, 1982
8.	Effective Use of Time (Academic Learning Time (ALT))	November 8, 1982
9.	ILA	December 15, 1982
10.	TTV	January 25-26, 1983
11.	ALT	February 14, 1983
12.	VRP	February 27, 1983
13.	ALT	March 18, 1983
14.	VRP	March 18, 1983
15.	ALT	March 21, 1983
16.	Alphaphonics	May 17, 1983

APPENDIX C

LEVELS OF USE INTERVIEW PROTOCOL

LoU Interview

0-II/III-VI	Are you currently using _____?

If yes, turn page. If no, continue.

NO

Have you ever used it in the past? If so, when? Why did you stop?

If yes, go to PAST USERS (Below) _____
If no, continue.

-->0/I-II	Have you made a decision to use _____in the future?
I/II	If so, when will you begin use?
Knowledge	Can you describe _____for me as you see it?
Acquiring Information	Are you currently looking for any information about _____? What kinds? For what purposes?
Knowledge	What do you see as the strengths and weaknesses of _____ in your situation?
Assessing	At this point in time, what kinds of questions are you asking about _____? Given examples if necessary.
Sharing	Do you ever talk with others and share information about _____? What do you share?
Planning	What are you planning with respect to _____? Can you tell me about any preparation or plans you have been making for the use of _____?
Final Question (Optional)	Can you summarize for me where you see yourself right now in relation to the use of _____?

PAST USERS <----------

Can you describe for me how you organized your use of _____, what problems you found, what its effects appeared to be on students?

When you assess _____at this point in time, what do you see as the strengths and weaknesses?

_____NOW, GO TO ABOVE SECTION, STARTING WITH QUESTION MARKED 0/I-11.

YES

Open-ended — Please describe for me how you use _____. (Ask sufficient questions to cover minimal criteria for use.)

Assessing/ Knowledge — What do you see as the strengths and weaknesses of _____ in your situation? (Have you made any attempt to do anything about weaknesses? Probe those they mentioned specifically.)

Acquiring Information — Are you currently looking for any information about _____ What kind? For what purposes?

LoU V — Do you work with others in your use of _____? Do you meet on a regular basis? Have you made any changes in your use of _____ based on this coordination?

If yes, go to LoU V Probes (Below) _____

---->Sharing — Do you ever talk with others about about _____? What do you tell them?

Assessing — (Have you considered any alternatives or different ways of doing things with the program?) Are you doing any evaluating, either formally or informally, that would affect your use of _____? Have you received any feedback from students that would affect the way you're using _____? What have you done with the information you got?

III/IVA/IVB — Have you made any changes recently in how you use _____? What? Why? How recently? Are you considering making any changes?

Planning/ Status Reporting — As you look ahead to later this year, what plans do you have in relation to your use of _____?

-->III-V/VI — Are you considering or planning to make major modifications or replace _____ at this time?

LoU V Probes <----------

1. Please describe for me how you work together. (What things do you share with each other?)
2. What do you see as the effects of this collaboration?
3. Are you looking for any particular kind of information in relation to this collaboration?
4. Do you talk with others about your collaboration? If so, what do you share with them?
5. Have you done any formal or informal evaluation of how your collaboration is working?
6. What plans do you have for this effort in the future?

If you have enough evidence to place the person at an LoU V, go to Question III-V/VI

If you do not think the person is an LoU V, to to Question Sharing.

APPENDIX D

LEVELS OF USE RATING SCALE

LEVELS OF USE — LoU CHART

SCALE POINT DEFINITIONS OF THE LEVELS OF USE OF THE INNOVATION	CATEGORIES		
	KNOWLEDGE	ACQUIRING INFORMATION	SHARING
...s of Use are distinct states that ...ent observably different types of ...or and patterns of innovation ...s exhibited by individuals and ...n. These levels characterize a ... development in acquiring new ... and varying use of the innova... Each level encompasses a range ...haviors, but is limited by a set ...entifiable Decision Points. For ...ptive purposes, each level is de... by seven categories.	**That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.**	**Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.**	**Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.**
...EL 0 ...USE: State in which the user has ...or no knowledge of the innovation, ...volvement with the innovation, and ...ing nothing toward becoming in... ...	Knows nothing about this or similar innovations or has only very limited general knowledge of efforts to develop innovations in the area.	Takes little or no action to solicit information beyond reviewing descriptive information about this or similar innovations when it happens to come to personal attention.	Is not communicating with others about the innovation beyond possibly acknowledging that the innovation exists.
...CISION POINT A	*Takes action to learn more detailed information about the innovation.*		
...EL I ...NTATION: State in which the user ...cquired or is acquiring information ... the innovation and/or has ex... ...d or is exploring its value orienta... ...and its demands upon user and ...system.	Knows general information about the innovation such as origin, characteristics, and implementation requirements.	Seeks descriptive material about the innovation. Seeks opinions and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
...CISION POINT B	*Makes a decision to use the innovation by establishing a time to begin.*		
...EL II ...ARATION: State in which the user ...paring for first use of the innova...	Knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for clients.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Joins others in pre-use training, and in planning for resources, logistics, schedules, etc., in preparation for first use.
...CISION POINT C	*Begins first use of the innovation.*		
...EL III ...HANICAL USE: State in which the ... focuses most effort on the short... ... day-to-day use of the innovation ... little time for reflection. Changes ...e are made more to meet user ... than client needs. The user is ...rily engaged in a stepwise attempt ...aster the tasks required to use the ...ation often resulting in disjointed ...superficial use.	Knows on a day-to-day basis the requirements for using the innovation. Is more knowledgeable on short-term activities and effects than long-range activities and effects of use of the innovation.	Solicits management information about such things as logistics, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistical issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, flow and logistical problems related to use of the innovation.
...CISION POINT D-1	*A routine pattern of use is established.*		
...EL IV A ...TINE: Use of the innovation is ...ized. Few if any changes are be... ...nade in ongoing use. Little prepa... ...n or thought is being given to im... ...ng innovation use or its conse... ...ces.	Knows both short- and long-term requirements for use and how to use the innovation with minimum effort or stress.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Describes current use of the innovation with little or no reference to ways of changing use.
...CISION POINT D-2	*Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.*		
...EL IV B ...NEMENT: State in which the user ...s the use of the innovation to in... ...e the impact on clients within im... ...ate sphere of influence. Variations ...based on knowledge of both short... ...long-term consequences for clients.	Knows cognitive and affective effects of the innovation on clients and ways for increasing impact on clients.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
...CISION POINT E	*Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.*		
...EL V ...GRATION: State in which the user ...mbining own efforts to use the in... ...tion with related activities of col... ...ues to achieve a collective impact ...lients within their common sphere ...fluence.	Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
...CISION POINT F	*Begins exploring alternatives to or major modifications of the innovation presently in use.*		
...EL VI ...EWAL: State in which the user ...uates the quality of use of the in... ...tion, seeks major modifications of ...ternatives to present innovation to ...eve increased impact on clients, ex... ...es new developments in the field, ...explores new goals for self and the ...em.	Knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use.	Seeks information and materials about other innovations as alternatives to the present innovation or for making major adaptations in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

...edures for Adopting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin, 1975, N.I.E. Contract ...NIE-C-74-0087.

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— LoU CHART

CATEGORIES

ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.	**Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.**	**Describes personal stand at the present time in relation to use of the innovation.**	**Carries out the actions and activities entailed in operationalizing the innovation.**
Takes no action to analyze the innovation, its characteristics, possible use, or consequences of use.	Schedules no time and specifies no steps for the study or use of the innovation.	Reports little or no personal involvement with the innovation.	Takes no discernible action toward learning about or using the innovation. The innovation and/or its accouterments are not present or in use.
Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for purpose of making a decision about use of the innovation.	Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.	Reports presently orienting self to what the innovation is and is not.	Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.
Analyzes detailed requirements and available resources for initial use of the innovation.	Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.	Reports preparing self for initial use of the innovation.	Studies reference materials in depth, organizes resources and logistics, schedules and receives skill training in preparation for initial use.
Examines own use of the innovation with respect to problems of logistics, management, time, schedules, resources, and general reactions of clients.	Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective.	Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.	Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of actions in the user and clients is often disjointed, uneven and uncertain. When changes are made, they are primarily in response to logistical and organizational problems.
Limits evaluation activities to those administratively required, with little attention paid to findings for the purpose of changing use.	Plans intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.	Reports that personal use of the innovation is going along satisfactorily with few if any problems.	Uses the innovation smoothly with minimal management problems; over time, there is little variation in pattern of use.
Assesses use of the innovation for the purpose of changing current practices to improve client outcomes.	Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.	Reports varying use of the innovation in order to change client outcomes.	Explores and experiments with alternative combinations of the innovation with existing practices to maximize client involvement and to optimize client outcomes.
Appraises collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort.	Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.	Reports spending time and energy collaborating with others about integrating own use of the innovation.	Collaborates with others in use of the innovation as a means for expanding the innovation's impact on clients. Changes in use are made in coordination with others.
Analyzes advantages and disadvantages of major modifications or alternatives to the present innovation.	Plans activities that involve pursuit of alternatives to enhance or replace the innovation.	Reports considering major modifications of or alternatives to present use of the innovation.	Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means of achieving client outcomes.

APPENDIX E

INNOVATION CONFIGURATION DIAGRAMS FOR
COMPUTERONICS, COPE, ISIS AND OMBUDSMAN

STATE _____ CITY _____ DISTRICT _____ BUILDING _____ ID# _____ CONFIG _____

FIELD RESEARCHER COMMENTS

COMPONENT CHECKLIST FOR COGNITIVELY ORIENTED PRE-PRIMARY EXPERIENCE

Component 1: Initial Diagnosis

(1) Teacher tests students individually at beginning of year on visual discrimination objectives in order to place child in curriculum.

(2) Teacher tests students individually at beginning of year using procedures which do not include the COPE visual discrimination objectives, in order to place child in the curriculum.

(3) No individualized testing is done at beginning of the year.

Component 2: Use of COPE Curricula

(1) Teacher uses both developmental (perceptual-motor, conceptual, language and socio-emotional) and achievement (reading, math, science, social studies, health/safety) curricula.

(2) Teacher uses only parts of development and achievement curricula.

(3) Teacher uses only developmental curriculum or a part of it.

(4) Teacher uses only achievement curriculum or a part of it.

(5) Teacher does not use COPE curricula.

Component 3: Individual Assignment of Learning Tasks

(1) Each child is placed in curriculum according to result of initial testing and works on curriculum tasks chosen on basis of on-going individual assessments. This insures no child will be asked to attempt tasks that are too difficult.

(2) All students begin at same place in curriculum regardless of initial tests. Each student works on same tasks as other students, regardless of relative difficulty of tasks for the individual child.

Component 4: Matching of Materials to Objectives

(1) Materials chosen for use in activities are matched to the curriculum objectives.

(2) Materials are not well matched to objectives.

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STATE _____ CITY _____ DISTRICT _____ BUILDING _____ ID# _____ CONFIG _____

FIELD RESEARCHER COMMENTS

COMPONENT CHECKLIST FOR COGNITIVELY ORIENTED PRE-PRIMARY EXPERIENCE

Component 5: Use of Sequenced Objectives	(1) Teacher uses activities in order as suggested in curriculum guidelines to meet developmental objectives.	(2) Teacher uses activities but skips or changes order suggested in curriculus guidelines.	(3) Teacher doesn't use objectives of COPE
Component 6: Grouping	(1) Students are grouped into flexible, homogeneous groups based on individual evaluations. Teacher-student ratio is no greater than 1:8. Students are moved or dealt with differently if ongoing assessment shows a need.	(2) Each student is dealth with on one-on-one basis for COPE activities and assessment.	(3) Students are grouped heterogeneously (4) Children are divided into homogeneous groups at beginning of year. Teacher does not reassess needs of individuals in group. (5) No small groups are formed and no one-on-one attention for COPE activities.
Component 7: Record Keeping	(1) Formal records are kept according to COPE guidelines marking individual progress through levels.	(2) Teacher devises own method of keeping records by individual, but follows needs of COPE curriculum.	(3) Teacher keeps records that do not follow needs of COPE curriculum. (4) No records kept.

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	Ideal		Acceptable		Unacceptable
Student Materials	PSWC w/ Activities and CIS w/ Activities	First PSWC w/ Activity then the CIS w/ Activity	CIS w/ Activity alone	or PSWC w/ Activity alone	PSWC or CIS without activities
Grouping	Two Groupings of Students	Whole class or individuals			
Time Scheduling	Three 50 minute sessions	One - 2 hour session Two - 1 hour sessions	Any combination of 24 hrs. of PSWC and/or 16 hrs. of CIS as long as it is more than 1 1/2 hrs. per week		Less than 1 1/2 hrs. per week
Student Pacing	Students proceed at own rate	Groups proceed at same rate with some pacing. Whole class proceeds same rate with some pacing.			No pacing in evidence
Instructional Approach	Mastery as determined by computeronics.				No mastery or mastery below level stated by computeronics
Testing	PSWC & CIS mastery testing. Pre-post test given	PSWC mastery tests. Pre-test given or post-test given	or	CIS mastery tests	No pre-test or post-test given. No mastery tests given PSWC if PSWC is included
Recordkeeping	Record student data on parent form. Students record data on individual form.	Students record data on individual forms.			No records kept
Teacher's Role	Teacher guided.	Teacher directed as needed.	BEST COPY AVAILABLE		No or Total teacher involvement

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PSWC = Problem Solving with Computers
CIS = Computers in Society

everything to left of dashed 7/7/82 Cmpl.

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Individualized Science Instructional Systems

	IDEAL	ACCEPTABLE	UNACCEPTABLE
Component I Use of ISIS mini courses	More than one mini course is used at a time on an individualized basis by students in a classroom.	Students in small or large groups work through ISIS mini courses.	Teacher lectures students on ISIS mini course conten Students do not participat in completing mini course activities themselves.
Component II Student Activities	Core activities, excursion activities and advanced activities are all used in completing ISIS curriculum.	Core and excursion activities are used by students.	Core activities are introduced to students by teachers in a lecture format.
Component III Student Planning	Students select activities, plan and conduct investigations, observe and interpret data, keep records, check conclusions and make hypotheses to complete mini courses	Students select some activities, plan and conduct some investigations while completing ISIS mini courses	Teacher directs all selection of activities, planning and investigations and keeps records on ISIS mini course activities.
Component IV Classroom Organization and Management	Students have ready access to mini course units. Materials needed for investigations are prepackaged	Students have limited access to mini course units. Some materials for investigations are prepackaged.	Teacher has to supply all mini course units and retrieve materials each day from a store room.
Component V Evaluation	Students are tested individually both on pre and post test, for each ISIS mini course. Pre test results are used for diagnostic/prescriptive individualized placement in a mini course unit.	Mini course tests are used for student grading purposes. Tests are administered on an individualized basis or to a total group.	No evaluation of student progre.s using ISIS pre and post tests.

	ACCEPTABLE	UNACCEPTABLE
Component #1 Identification of on-site Ombudsman Coordinator (O.S.C.).	The O.S.C. will participate in the entire training workshop, meet with Ombudsman teachers prior to implementation to discuss issues surrounding that, provide information for dissemination coordinator at the Charlotte Drug Education Center, coordinate pre and post testing, schedule and coordinate with dissemination coordinator follow-up visit, gather teachers for "support meetings", provide teachers with requested materials, assist in teaching Ombudsman when asked, make sure all school personnel are aware of the program.	O.S.C. does not attend full training, does not attempt to find out what Ombudsman teachers need in the way of support, does not gather them for meetings.
Component #2 Length and Frehquency of Ombudsman class.	Teachers have Ombudsman for two, 1 hour sessions per week for 15 weeks, making a total of 30 sessions. Teachers have Ombudsman for four, 1 hour sessions per week, for 8 weeks, making a total of 32 sessions. Teachers have Ombudsman for one, 1 hour session per week for 30 weeks, making a total of 30 sessions.	Teachers have Ombudsman for one, 1 hour session per month for the full school year. Teachers have Ombudsman for two, 30 minute sessions per week for 10 weeks. Teachers have Ombudsman on no regular basis, just doing it when time permits.
Component #3 Teacher behaviors which indicate; encouraging others to share themselves, openness to sharing feelings & experiences, promoting discussion, being aware of and responding to body language.	Teacher encourages a sense of community among Ombudsman students as indicated by: his working with individuals and small groups, getting students working and sharing in small groups, getting students helping each other rather than alway turning to teacher for answers. Teacher uses active listening skills to reflect feeling behind student responses. Teacher asks open ended questions focusing on goal of activity, when processing activities. At least 20 minutes spent on processing each session's activity.	Teachers don't encourage discussion after activities . Teachers disrespect students by telling them to shut up, not listening to them, doing things to "put down" students, or physically abusing students. Teachers don't explain the goal of the activity, don't give clear directions, make no attempt at getting students to share their feelings.
Component #4 Teachers use self awareness activities from Phase I of Ombudsman.	Teacher presents and processes with class, 12 Phase I activities outlined in the Ombudsman manual or recommended books. The first 4 class sessions should be activities from Phase I. OR teacher presents and processes with class, self awareness activities not outlined in the manual.	Teacher uses activities for Phase I of Ombudsman manual but does not process with class after each activity. Teacher does fewer than 7 of them and requires all students to participate without giving them the right to pass. Teacher doesn't do any structured self awareness activities with class on beginning to implement Ombudsman program.
Component #5 Teachers use communication and group skills activities from Phase II of Ombudsman.	Teacher presents and processes with class, 12 Phase II activities outlined in the Ombudsman manual or recommended books. Teacher begins using these activities once class seems ready. Teacher presents and processes with class communication and group skills activities that have not been suggested, but seem to be appropriate.	Teacher uses activities from Phase II of Ombudsman manual but doesn't process them with the class. Teacher does fewer than 7 of them. Teacher requires all students to participate without giving them the right to pass. Teacher does not do any structured communication and group skill activities.
Component #6 Teachers see that class completes requirements of Project phase, Phase III.	Teacher should do pre-planning with school personnel, use collaborative problem solving method to decide on classes project (see Ombudsman manual p. 139-140), see that project selected is feasible and involves the class in reaching out to help others, see that project is planned and carried out by students. Class should process learnings once project is completed. Teacher decides on project for class and sees that everyone is involved and project is successful as far as class having helped others.	Teacher decides on a project, on who does what when, and does not process the project with the whole group once it's completed. Class does not do a project.

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APPENDIX F

A BRIEF DESCRIPTION, EVIDENCE OF EFFECTIVENESS AND OTHER INFORMATION ON COMPUTERONICS, COPE, ISIS AND OMBUDSMAN

PROJECT OMBUDSMAN

A school-based semester-long drug education/primary prevention program.

target audience Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Ombudsman is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. Ombudsman does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

evidence of effectiveness Pre- and posttesting of experimental and control groups (1977) illustrated Ombudsman's impact on a series of high-risk states related to drug use. Longitudinal comparisons of Ombudsman graduates and non-Ombudsman students (1977) have demonstrated that program graduates are more likely to give up drug use.

implementation requirements The program can be conducted by classroom teachers or other professional or school personnel. A two-and-one-half- to three-day training session for at least eight professionals is required prior to implementation. Two professionals must teach at least one Ombudsman program per semester. Training takes place at the adoption site or the project site. Eight to 30 participants from one or more school districts can be trained simultaneously.

financial requirements One Ombudsman teacher's manual must be purchased for each trainee. A supplemental package of related books and filmstrips can be purchased for each school implementing Ombudsman. The cost of this material is approximately $120 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials.

services available Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid including cost of training materials). Training is also available at adopter site (all expenses must be paid including cost of training materials). Follow-up services are available to adopters (all expenses must be paid).

contact Bob Giduz, Dissemination Coordinator; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 374-3211.

Developmental Funding: HEW: National Institute on Drug Abuse JDRP No. 78-194 Approved: 6/12/79

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PROJECT COPE: Cognitively Oriented Pre-Primary Experience

A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

target audience Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families including those with developmental lags and learning disabilities.

description COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual, language, and socioemotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized small-group and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: the Developmental Area contains levels in perceptual-motor, conceptual-language, and socioemotional development; the Achievement Area contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

evidence of effectiveness In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and socioemotional development.

implementation requirements Program may be implemented in an individual classroom, a single school, or a district. Any teacher wishing to implement the program and management system must attend a two-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

financial requirements One set of COPE curriculum is required per classroom at cost of $60 per set. Workshop handouts necessary for all participants at cost of $12 per person. A wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

services available Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact May Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333; (215) 688-7993 or 687-6252.

Developmental Funding: USOE ESEA Title III JDRP No. 75-49 Approved: 5/16/75

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PROJECT COMPUTERONICS: Gifted Child Project

A course in programming, problem solving, and computer literacy.

target audience Approved by JDRP for gifted and high-achieving students in grades 6 and 7. This program has been used in other settings with gifted and high-achieving students in grades 5 and 6 and with students of a wide range of abilities in grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Computeronics is a 35-40-hour course in programming, problem solving, and computer literacy. The project was developed to meet an identified need for problem solving materials for gifted and high-achieving middle school students. A survey by the National Council of Teachers of Mathematics to determine priorities for school mathematics for the 1980s showed that problem solving received the highest ranking for curriculum emphasis. In addition, 90% felt that problem solving should place emphasis on the use of computers. The increased availability of microcomputers in homes and schools has made it imperative that educators find ways to maximize their use in the classroom for all students as well as the gifted and talented.

Computeronics provides students an opportunity to: learn a simple programming language; use computers to solve problems; and see the ways that computers affect their lives. The course consists of two units. "Computers in Society" conveys information about the history of computers, their present and future uses, and computer-related careers. The student text, which employs a magazine format, includes articles, photos, ads, and a glossary. Because of the rapid change in technology this unit is easily augmented through inclusion of current magazine and newspaper materials. "Problem Solving with Computers" teaches students to program using the BASIC computer language. Students use their programming skills in solving word problems. This unit uses a combination of paper and pencil and hands-on activities. This combination allows as many a 10 students to work with a single computer. The materials are not hardware specific and can be easily adapted to a variety of delivery systems.

Both units use a mastery learning approach: each unit objective must be mastered before a student moves on to the next. The management system built into student lesson books, activities, and mastery answer book allows students to move at their own pace. Suggestions for teachers are included in the teacher's guides which include both facilitative and directive classroom organization.

evidence of effectiveness The nonequivalent control group design was used to evaluate the Computeronics course on fifth- through eighth-grade high achieving and gifted students. Pre and posttests were administered to the experimental and control groups. The Computeronics Criterion Referenced Test (CCRT) with KR-20 reliability of .90 (n=898) was used to assess student knowledge of computers and BASIC programming. The data was analyzed with an analysis of covariance which statistically adjusts for the difference in the experimental and control group pretest means.

implementation requirements Adopting teachers need teacher materials and two days of training. Students need course materials and access to a computer. The program has been implemented successfully with Apple, Atari, Commodore Pet, Ohio Scientific Instruments, Radio Shack microcomputers, and with computer terminals. Training costs for the project will depend upon a number of factors such as time and location, and should be negotiated with the project staff.

financial requirements "Computers in Society" materials include a Teacher Guide for $7.25; Student Lesson Book, $3.50; Activity Packet, $1.25; Parent Report Pad, $1.85 (one per class); and Mastery Record Pad, $65 (one per class). "Problem Solving with Computers" materials include the Teacher Guide, $11; Student Lesson Book, $4.95; Activity Packet, $2.40; Sidetrips, $3.25 (one for every four students); Parent Report Pad, $3 (one per class); and Mastery Record Pad, 45¢ (one per class). The Teachers's Test Manual, $2.95; Student's Test Packet, 60¢; and Mastery Answer Book, $3.50 (one for every four students) are used for both units.

services available Visitors are welcome by appointment at the project site and designated demonstration sites. Project staff is limited, but efforts will be made to attend awareness meetings. Training is conducted based upon written request of interested adopters. Training sessions can accomodate 25-30 participants. A major effort is being made to provide certified trainers in a number of locations to expidite cost effective program implementation. Cost for training should be negotiated with the project office. Information on materials and training can be obtained by contacting the project office.

contact Pristen Birc, Director; COMPUTERONICS; Leon County School Board; 925-A Miccosukee Rd.; Tallahassee, FL 32304. (904) 487-1520.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-39 Approved: 12/23/80

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PROJECT ISIS: Individualized Science Instructional System Dissemination Project

An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

target audience Approved by JDRP for science students of all abilities, grades 9-12. The program has been used in grades 7-8 and in health, social science, and physical education courses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The program consists of 52 short, independent minicourses (34 of which currently have JDRP approval). The courses cover a broad range of topics of practical significance; they are intended to help students meet the diverse needs of today's world. Since the minicourses are independent, they can be used separately or grouped to form year-long courses in life science, general science, physical science, health, and environment science. Individual minicourses cover topics related to health, physical education, ecology, and social science as well as the traditional science areas. An accompanying teacher's manual can assist teachers in using individualized, small-group, or whole-class teaching methods.

Each minicourse is based on 15-20 learner objectives that were drafted at the beginning of the six-year development period by a panel of science educators, scientists, classroom teachers, parents, and students. A minicourse is normally completed by a student in three to four weeks (15-20 class periods). For every minicourse there is a test in two forms, and several minicourses have ancillary items such as cassette tapes, instructional games, atlases, maps, and wall charts. The reading level of the minicourses averages grade 8 as verified by the Fry Readability Graph. Remedial material on basic skills is also available.

Each minicourse, its accompanying test items, and all ancillary materials were reviewed for their science content at every stage of development and testing by at least two scholars considered to be experts in the content discipline. The materials were also reviewed by a panel from the National Congress of Parents and Teachers, who judged them for bias and appropriate treatment of sensitive issues.

Trial editions and revisions of the minicourses were used by more than 250 teachers with over 25,000 students in 750+ classrooms in 10 states. The schools were in urban, suburban, and rural areas and included a spectrum of racial and socioeconomic populations.

evidence of effectiveness Thirty-three teachers and 1,468 high school students in seven states participated in the 1977-78 study of effectiveness using tests developed by ISIS. Compared to control groups, project students demonstrated statistically and educationally significant gains.

implementation requirements ISIS can be implemented in a variety of ways. A single minicourse can be used by a single student or an entire class to supplement an existing program, or minicourses can be grouped to form a one- to four-year complete science program. The equipment called for in the minicourses is usually available in school science laboratories. A few minicourses can be used outside a laboratory setting. Teachers who use the management manual generally need no more than two days of training to initiate the program.

financial requirements Costs vary depending on the minicourses chosen and the quantities requested. Since minicourse activities are usually completed in class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single-textbook-based programs. Most ISIS materials are nonconsumable, so recurring costs are minimal.

services available Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to negotiate). Training is conducted only at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Ernest Burkman, Director; ISIS Dissemination Project; ESC, Inc.; P.O. Box 3792; Tallahassee, FL 32303. (904) 386-3176.

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APPENDIX G

INFORMATION ON SAMPLE AND RESULTS OF THE
STUDY ON FIDELITY OF IMPLEMENTATION

Table 1

The Four NDN Programs Included in the Evaluation of Fidelity of Implementation, the Number of Teachers Trained in Each Program, The Number of Children Benefiting and the Number of Cases Included in the Samples Used in the Study

NDN Programs	Population of Teachers Trained	Sample Used		Children Benefiting
	F	F	%	
Computeronics	26	13	50	960
COPE	32	8	25	101
ISIS	10	5	50	300
Ombudsman	8	4	50	270
Total	76	30		1,631

Table 2

Frequency Counts and Percentages of Users and Non-Users By Program and Across Programs

NDN Programs	NON-USE (f)				USE (f)					
	0	I	II	Total	III	IVB	IVA	V	VI	Total
Computeronics (n=13)	-	-	1	1	6	5	1	-	-	12
COPE (n=8)	-	-	4	4	2	2	-	-	-	4
ISIS (n=5)	-	-	-	-	4*	1	-	-	-	5
Ombudsman (n=4)	-	-	2	2	2	-	-	-	-	2
TOTAL - Frequency			7	7	14	8	1	-	-	23
- Percentage				23%						77%

* One User had an unacceptable configuration. Twenty-two Users (96%) had acceptable configurations.

APPENDIX H

SUMMARY OF FINDINGS DERIVED FROM THE ANALYSIS OF DATA FOR COPE AND COMPUTERONICS

Table 1

Mean, Standard Deviation and T Value Derived from the Pre/Posttest Analysis of Computeronics (N=42)

	Mean	SD	DF	T	P
Pre-Test	9	14.46			
			41	4.12	.001
Posttest	17.90	2.96			

Table 2

Mean, Standard Devision and T Value Derived from the Pre/Posttest Analysis of COPE (N=15)

	Mean	SD	DF	T	P
Pre-Test	5.13	2.72			
			14	10.32	.001
Posttest	16.13	5.17			